

# Chapter 1 Newsletter

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April 1988

## Chapter 1 Fall Conference

The ECIA Chapter 1 Fall Conference will be held at the Billings Sheraton, September 28-30, 1988. The focus of the program will be instruction and program operation.

Charles Conyers, Ph.D., President of the National Association of State Coordinators of ECIA Chapter 1 and Past President of the State Directors of Migrant Education, will present the keynote address to Montana's Chapter 1 educators. Dr. Conyers was born and raised in Georgia and earned his Ph.D. at the University of Virginia. He has been involved with Title 1/Chapter 1 for more than 20 years, and his address will focus on the impact of Title 1/Chapter 1 instruction on the lives of children who received instruction in programs throughout the United States.

Mr. Ed Green, the Louisiana State Director of Chapter 1, and his staff will present Louisiana's approach to coordination and cooperation between Chapter 1 programs and regular education. Their topics are appropriate because new Chapter 1 legislation requires the local education agency to demonstrate how there will be frequent and regular coordination of Chapter 1 curriculum with the regular instructional program. The Louisiana staff has presented its program to many state and national conferences.

Other presentations will be conducted by personnel from Montana Chapter 1 programs and the Office of Public Instruction staff. All interested persons are encouraged to submit a presentation proposal to the Chapter 1 office. The proposal forms were distributed in the February newsletter. If you did not receive a proposal form and wish to submit one, obtain a form from your Chapter 1 authorized representative or call your program specialist at the Office of Public Instruction.

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**Jay McCallum, 444-3695:** Chapters 1 and 2 Director

**Angela Branz-Spall, 444-2423:** Chapter 1 Migrant Program Specialist

**Nancy Coopersmith, 444-4420:** Chapter 1 Program Specialist

**John Ericksen, 444-5443:** Chapter 1 Program Specialist

**Patricia Pickett, 444-3083:** Chapter 1 Program Specialist

**Collette LeFebvre, 444-2509:** Chapter 1 Migrant and Chapter 2 Administrative Assistant

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## *Schools That Work: Educating Disadvantaged Children*

The United States Department of Education recently published the latest in a series of publications about effective practices in our nation's schools. The new publication, *Schools That Work: Educating Disadvantaged Children*, contains recommendations to improve educational opportunities for disadvantaged children and profiles of "schools that work for disadvantaged children."

The book is based on the following five principles, which the authors suggest are strongly supported by research and experience.

1. Children from all backgrounds can learn, if they are given the proper opportunity and encouragement.

2. Equity and high standards go hand-in-hand. We will have equity for disadvantaged children only when they are offered a high quality education.

3. We know how to create successful schools for the disadvantaged. It takes commitment, hard work, and imagination, but it can be done.

4. Schools must be given the freedom to design the best possible programs for their students, while being held accountable for their performance.

5. Parents—regardless of their income level or formal education—can help improve their children's achievement in school.

The recommendations are addressed to schools, parents, guardians and communities; and local, state and federal government. Recommendations for schools include the following:

1. Mobilize students, staff and parents around a vision of a school in which all students can achieve.

2. Create an orderly and safe school environment by setting high standards for discipline and attendance.

3. Help students acquire the habits and attitudes necessary for progress in school and in later life.

4. Provide a challenging academic curriculum.

5. Tailor instructional strategies to the needs of disadvantaged children.

6. Help students with limited English proficiency become proficient and comfortable in the English language—speaking, reading and writing—as soon as possible.

7. Focus early childhood programs on disadvantaged children to increase their chances for success.

8. Reach out to help parents take part in educating their children.

A single free copy of *Schools That Work: Educating Disadvantaged Children* may be obtained by writing: Schools That Work, Pueblo, Colorado 81009.

## Montana Presenters at IRA

As part of the continuing cooperation between the International Reading Association (IRA) and Chapter 1, the IRA annual convention this year will once again feature an "official" Chapter 1 series of meetings. The conference, to be held in Toronto from May 1 to 6, will include 55 Chapter 1 sessions. Two sessions will be conducted by Montana Chapter 1 educators.

Ann V. Bartell, director of the Great Falls Chapter 1 program, will present "Metacognition: The Key to Student Self-Monitoring and Independent Learning." Nancy Coopersmith, Office of Public Instruction Chapter 1 specialist, will chair the session.

James L. Neeley, former director of the Billings Chapter 1 program, will present "Integrating Content Area Reading and Writing in Chapter 1." Ramona Lehenbauer, project coordinator in Billings, will chair the session.

### ***Teachers, Tenure and Federally Funded Programs***

Many Chapter 1 teachers feel somewhat insecure in Chapter 1 because of the misconception of teacher tenure laws or the fear of losing their position should federal funds be reduced.

Teacher tenure is governed by the provisions of Title 20, Chapter 4, M.C.A. Section 20-4-203 which states in part:

*"Whenever a teacher has been elected by the offer and acceptance of a contract for the fourth consecutive year of employment by a district in a position requiring teacher certification except as a district superintendent or specialist, the teacher shall be deemed to be re-elected from year to year thereafter as a tenure teacher at the same salary and in the same or a comparable position of employment as that provided by the last executed contract with such teacher, . . ."*

Section 20-1-101(20) states:

*" "Teacher" means any person, except a district superintendent, who holds a valid Montana teacher certificate that has been issued by the superintendent of public instruction under the provisions of this title and the policies adopted by the board of public education, and who is employed by a district as a member of its instructional, supervisory, or administrative staff. This definition of a teacher shall also include any person for whom an emergency authorization of employment of such person has been issued under the provisions of 20-4-111."*

In Volume 36 Opinion 77, the Attorney General concluded that, "1. Teachers who are employed by a school district in federally-funded programs are eligible for tenure status upon satisfying the conditions set forth in Section 75-6103, RCM [Now 20-1-101(18), M.C.A.]." The conditions of 20-4-203, MCA must also be met. Obviously, such teachers are hired by the

district, and the programs in which they teach are district programs despite supporting federal funds. I can find no authorities in any jurisdiction which even hint that federal funds have a bearing on tenure rights.

The Attorney General in the last paragraph of the above opinion stated that "It is generally held that teachers' tenure rights act only affects the nature and scope of a school district's right to dismiss teachers because of economic necessity, and not the district's fundamental right to do so. See 100 A.L.R. 2d 1158 et seq. Thus, the Montana Supreme Court has upheld an express contractual reservation allowing the contract of a tenure teacher to be voided by the school district in the event of a school closing. **Moses v. School District No. 53, Lincoln County**, 107 Mont. 300, 86 P. 2d 407 (1938). By the same token, termination of federal funds would appear to warrant dismissal of such teachers by the district barring a feasible alternative, such as placing them in different positions."

Most school district master contracts include provisions for reduction in force that are based on seniority, training, experience and certification. Also the Montana Supreme Court has recently addressed reduction in force of teachers in **Sorlie v. Billings School District**, Mont. \_\_\_\_\_, Vol 40, State Reporter, 1070, Decided July 7, 1983 and **Massey v. Miles City School District**, Mont. \_\_\_\_\_, Vol. 41, 1393, State Reporter, Decided June 23, 1984. Should a situation arise that requires reduction in staff due to reduced federal or state funding, the terms of the master contract will become important. Schools will also need to follow the recent Montana Supreme Court decisions cited above. Chapter 1 teachers are school district teachers. Their rights as employees are outlined in any applicable master agreement and in state law.

## Questions and Answers

**Can any previous Chapter 1 student who no longer qualifies for Chapter 1 services be placed in the program for one additional year?**

Federal Regulations: Section 200.51 (May 19, 1986)—If a local education agency (LEA) chooses to serve only children in greatest need for special assistance, the LEA may use Chapter 1 funds to serve, for one additional school year, children who, in any previous year, were identified as being in greatest need for special assistance, and who continue to be **educationally deprived**, but who are no longer identified as being in greatest need for special assistance.

Students may be served for one additional year if they are still identified as educationally deprived students. The fact that they qualified for Chapter 1 the previous year is not the deciding factor.

The student must still meet the established criteria for Chapter 1 placement and the regulation stated above only allows placing a low-priority student higher on the priority list in order for that student to be served. This provision for placing students may only be applied to a situation in which a Chapter 1 program is unable to serve all properly qualified Chapter 1 students. Students not meeting the selection criteria established by the district may never be served in Chapter 1.



# Summary of 1986-87 Chapter 1 Evaluation Results

## GENERAL INFORMATION

Chapter 1, authorized in the Education and Consolidation Improvement Act (ECIA) of 1981, originated as ESEA (Elementary and Secondary Education Act) Title I in 1965. The purpose of the program has remained the same over the years: to provide federal financial assistance for educationally disadvantaged students in eligible public and private schools. While Chapter 1 funds are allocated to public school districts based on low-income data, Chapter 1 services are based on educational, not economic, need. These educational services are traditionally provided in the basic skills areas of reading, language arts and math.

A total of \$10,070,548 was allocated to local school districts in Montana for the 1986-87 school year, and Chapter 1 programs were operated in approximately 360 school buildings in Montana. Local school districts also provided Chapter 1 services to over 1,000 students in local neglected or delinquent institutions in Montana. The local school programs were required to meet state and federal guidelines which include:

- \* select the students most in need of academic help
- \* provide individualized instruction based on diagnosis
- \* evaluate student progress

Montana Chapter 1 programs come in all sizes. One of the smaller projects in 1986-87, Morin Elementary (K-6) in Billings, served a total of seven students, while the largest program served 1,157 students in Great Falls.

Montana Chapter 1 programs funded salaries and related costs for a total of 590.14 Full-Time Equivalent (FTE) employees. The actual number of employees was much higher than this, as many Montana Chapter 1 programs have part-time staff. The number of Chapter 1 certified teachers was 323, while 243 were teacher aides or tutors. Therefore, almost 96 percent of the Chapter 1 FTEs provided services directly to students. Approximately 15 FTEs were classified as supervisory staff, and 8.68 were classified as support service and clerical staff.

## PARTICIPATION

### By Grade Level

A total of 13,859 Montana students in kindergarten through grade 12 received Chapter 1 services in public and private schools. Of the students served, almost 77 percent were elementary students (grades K-8) and 23 percent were high school students.

### By Subject Area

During the 1986-87 school year, 8,898 students received Chapter 1 reading assistance; 3,435 received Chapter 1 language arts assistance; and 6,819 received Chapter 1 math assistance. Therefore, of the services provided, 46 percent were reading services, 18 percent were math services and 36 percent were language arts services.

### By Gender and Racial/Ethnic Group

Over 57 percent of the students who received Chapter 1 assistance during the 1986-87 school year were male, and almost 43 percent were female.

Chapter 1 participants during the 1986-87 school year were from the following racial/ethnic groups:

Racial/Ethnic Group	Number	Percentage
American Indian	2,499	17.95
Asian or Pacific Islander	116	.83
Black	77	.55
Hispanic	272	1.95
White	10,963	78.72

## STUDENT ACHIEVEMENT

The impact of Chapter 1 programs is measured by students' gains on standardized tests administered near the beginning (pretest) and the end (posttest) of the program. Normal curve equivalent (NCE) test scores are used to report Chapter 1 data. **Any gain in NCE score greater than zero is considered better than expected growth for these students.**

Montana's average NCE gains during the 1986-87 school year for reading and math are shown in the table below. Results are presented separately for the fall/spring and annual (spring/spring) testing schedules. If you wish to compare your project's gains to state or national averages, **be certain to select those results which match the subject matter and grade levels you serve and the testing schedule you use.**

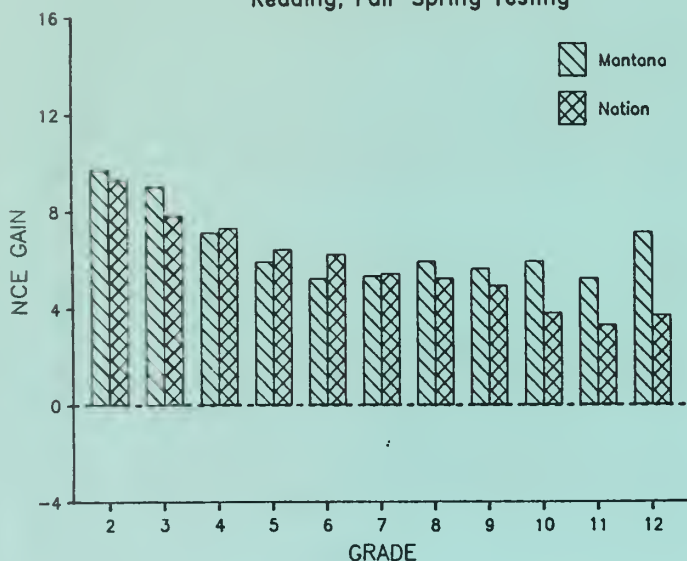
Grade	Reading		Math	
	Fall/Spring	Annual	Fall/Spring	Annual
2	9.7	5.0	13.7	6.6
3	9.0	2.8	11.6	9.4
4	7.1	3.9	10.4	5.9
5	5.9	4.7	9.5	6.3
6	5.2	2.7	8.8	3.9
7	5.3	3.5	6.6	4.4
8	5.9	2.1	4.6	5.3
9	5.6	2.5	6.5	1.5
10	5.9		4.7	-.6
11	5.2	.6	3.2	
12	7.1		6.8	

## Comparing Local Gains to State and National Gains

The following graphs of Chapter 1 evaluation results have been prepared by Technical Assistance Center staff at the Northwest Regional Educational Laboratory, Portland, Oregon. The graphs reflect the 1986-87 Montana gains and the 1984-85 United States gains. Space has been left at each grade level for the graphing of local project gains. Be certain to choose the graph which is appropriate for the subject area and grade levels you serve and the testing schedule you use. There are important differences in the patterns of these gains. Math programs typically show greater gains than reading programs. Students in earlier grades gain more than those in later grades. Fall/spring evaluations usually result in higher NCE gains than spring/spring evaluations.

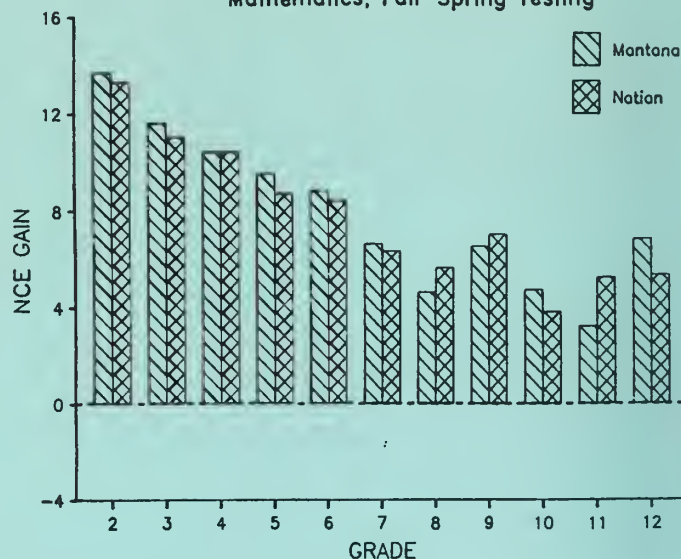
### CHAPTER 1 ACHIEVEMENT 1987

Reading, Fall-Spring Testing



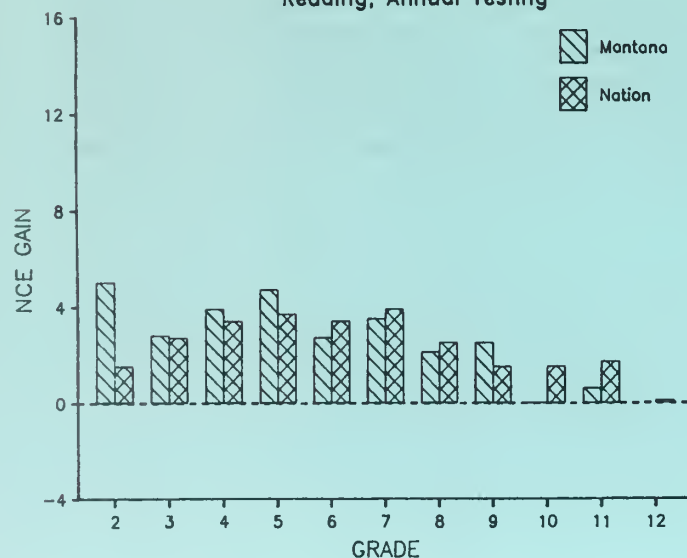
### CHAPTER 1 ACHIEVEMENT 1987

Mathematics, Fall-Spring Testing



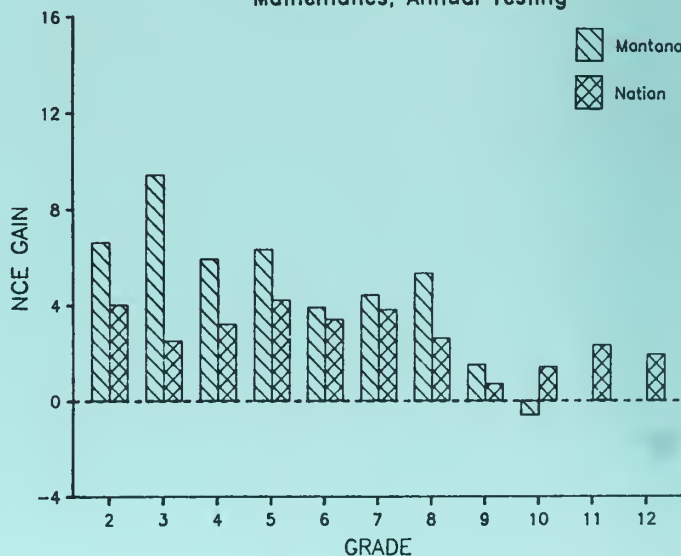
### CHAPTER 1 ACHIEVEMENT 1987

Reading, Annual Testing



### CHAPTER 1 ACHIEVEMENT 1987

Mathematics, Annual Testing





## Master Teacher Shares Experience

Every year, the Migrant Student Record Transfer System (MSRTS) of Little Rock, Arkansas, selects a Master Teacher and Health Provider from each state where ECIA Chapter 1 Migrant services are provided. This year, Montana's Migrant Master Teacher is **Ron Scherry** of Custer, Montana. Ron wrote the following letter about his experience in the Master Teacher program which we would like to share with you.

"I would like to take this opportunity to express my thanks to the Montana Office of Public Instruction and in particular to the State Migrant Office for giving me the chance to represent Montana as a Master Migrant Teacher in 1987-88. It has been an educational experience I will never forget.

Living in Montana and being on the fringes of Migrant Education it is sometimes hard to see the whole picture. Working with Master Teachers from all across the country over the last few months has really brought me into the mainstream of Migrant Education and given me better insight into what Migrant Education is all about and where it is headed.

As 1987-88 Master Teachers/Health Providers we were given a three-fold challenge. Our task has been as follows:

I. Expand the MSRTS Resource Guide training package to include "Hands-on" activities for the three sections of the Guide (Utilization, Health and Education). The implementation activities were to be at the elementary and secondary levels.

II. Develop an In-Service Training Module with four strands based on dollar allocations:

- Strand 1—Large States
- Strand 2—Medium States
- Strand 3—Small States
- Strand 4—Very Small States

III. Format and organize Master Teacher/Health Providers lesson plans received to date.

The first of these tasks was accomplished as we met for one week in Little Rock, Arkansas from November 30th to December 4th.

While there, the 40 Master Teachers and 6 Master Health Providers were also honored at a banquet held in their behalf. At the banquet we were presented with plaques and Master Teacher pins. I was further honored by being asked to speak at the banquet on behalf of all the Master Teacher and Health Providers. In that speech I spoke of using the Migrant Student Record Transfer System to help us accomplish our goals in Migrant Education, and how even though Montana is a small state in terms of Migrant Education we were still an important link in the educational chain of a migrant student.

The second two tasks are to be accomplished when the Master Teachers and Health Providers meet again in California in February.

The Master Teacher/Health Providers will then share the results of our work with other Migrant Educators at the National Convention in Hollywood, Florida in May and at in-service training sessions held in our own states.

It has been a truly rewarding experience and I am very pleased to have been able to be a part of it."

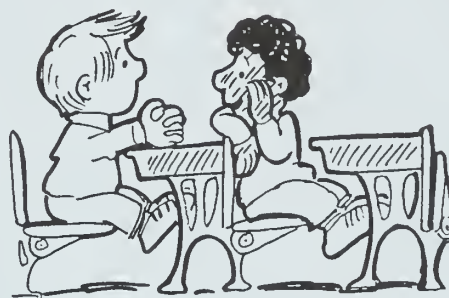
## Frill-Less Fred

Every teacher needs Frill-less Fred. Frill-less Fred is a simplified version of FrEdWriter, a public domain word processor which has all the features of a professional word processor. In fact, the author, Paul Lutus, wrote AppleWriter, an expensive word processor program which is quite similar. Frill-less Fred can be copied without violating copyright laws since it is in the public domain.

Frill-less Fred is easy to use. Place the disk into the drive and turn on the computer. Press the Return key three times and type. Mistakes are easily corrected; text can be moved, underlined, printed in bold and centered.

Frill-less Fred has a special educational feature not found on any other word processor! Teachers can create prompts or suggestions which appear on the screen but cannot be changed by students. As the prompts appear on the screen, students type responses. One of the printing options allows the student's work to be printed with or without the prompts.

If you attend Dr. Starshine's sectional on Thursday morning at the fall workshop, you will receive a free copy of Frill-less Fred and her tutorial. Using a demonstrator computer projected to the screen, Dr. Starshine will walk through the basic features of Frill-less Fred, prompted writing and model lessons using FrEdWriter.



## Secretary's Initiative

Superintendent Ed Argenbright nominated five Montana Chapter 1 projects for consideration in the national initiative to identify unusually successful Chapter 1 projects. Secretary of Education William J. Bennett sponsors the initiative, and the awards will be presented at the International Reading Association Convention in Toronto, May 3, 1988. Projects selected by Superintendent Argenbright to represent Montana this year include Billings Elementary, Columbia Falls High School, Great Falls Elementary, Kessler Elementary and Miles City Elementary.

Review panels established by the Chapter 1 office in Washington will rate the nominations on the ability of the Chapter 1 project to establish objectives to assist Chapter 1 students and on their ability to operate within the compliance requirements of the ECIA Chapter 1 statutes. However, the greatest emphasis is placed upon how successful the project is in meeting the needs of educationally disadvantaged children.

## Informal Classroom Drama

(National Council of Teachers of English and  
the Children's Theatre Association of  
America, n.d.)

Drama incorporates all five of the communication functions (expressing feeling, ritualizing, imagining, informing and controlling). It provides opportunities for students to engage actively and personally in all four communication skills (listening, speaking, reading and writing). It fosters student growth in a myriad of ways including analytical thinking, cooperative interaction, cultural appreciation and creativity.

Listening, speaking, reading and writing are all integral language arts skills associated with informal classroom drama. Works of literature are materials associated with it. Drama should not be confined to the language arts classroom. Chapter 1 teachers can use informal classroom drama to invigorate their lessons and immerse students in subject matter.

Informal classroom drama is an activity in which students invent and enact drama for themselves, rather than for an outside audience. This activity, perhaps most widely known as creative drama, has also been called drama in the classroom, educational drama and improvisational drama. No matter which term is used, informal drama is spontaneously generated by the participants who perform the dual tasks of composing and enacting their parts as the drama progresses. This form of drama is the process of guided discovery led by the teacher for the benefit of the participants.

Informal classroom drama helps students:

- \* develop improved skills in reading, listening, speaking and writing. Involvement in drama promotes written and oral skills as well as aiding vocabulary growth. Participants must listen attentively so the drama can continue and must communicate their thoughts and ideas to others in the group. They will read with a purpose background materials needed to do a drama.

- \* increase and sustain the ability to concentrate and follow directions. Informal drama develops spontaneously with no script through the interaction of the group. Participants must apply attention to the suggestions given by the teacher or by group members.

- \* strengthen self-concept by cooperative interaction with others. In drama, participants learn to be contributing group members by sharing ideas in a "give and take" situation. Students quickly realize that the success of the drama depends entirely on their thoughtful involvement.

- \* increase motivation to learn. Active participation in creating classroom drama broadens students' experiences, clarifies information, generates new ideas and improves attitudes toward learning.

The National Council of Teachers of English and the Children's Theatre Association of America have published a leaflet which briefly provides rationale, approaches and resources relative to classroom drama. To receive a free copy write: Order Department, National Council of Teachers of English, 1111 Kenyon Road, Urbana, IL 61801. Title: Informal Classroom Drama, Order No. 22973-016.

## What Works?

I have used this metacognitive form, which I've produced in poster form, to help students monitor their learning. It can be used before reading a story to motivate interest or set a purpose and after reading, to analyze what was learned. It can be adapted to other areas of reading also.

Name \_\_\_\_\_

Topic \_\_\_\_\_

1. What do I know about \_\_\_\_\_?  
(Write or share everything you know.)

2. What do I want to find out about \_\_\_\_\_?  
(Write and number your questions. Start questions with what, where, who, why and how.)

3. Did I find out what I wanted to know?  
\_\_\_\_\_ Yes \_\_\_\_\_ No  
(Which questions are answered now?)

4. Do I need to: (for older students)  
a. Slow down when I read  
b. Reread  
c. Use pictures, charts, maps  
d. Use glossary, index, dictionary  
e. Ask another student or teacher for help

**Sharon Lorang**  
**Chapter 1 Teacher**  
**Sunnyside Elementary**  
**Great Falls, Montana**

## What Works?

A practice which we have begun using in our Chapter 1 math classes and which has worked well for us is our parental involvement program. At the beginning of the year, we tell all the students that sometime during the year we want to have their parents come to class and work their schedule for that day. We make it clear that their parents' visit is just a part of the class and that everyone is expected to encourage these visits. At first, it is difficult to get the students to bring their parents, but after a few parents have come the students seem to enjoy the visits and seem to accept the fact that their parents will also visit. It has been a very positive situation from the teachers' point of view as it seems to give us a better understanding of each of our students when we know their parents personally, and it gives us much more support from the parents. It is also a wonderful morale booster for the students to be able to show the parents mathematical skills that the parents either never had or have forgotten.

**Marilyn Iversen**  
**and**  
**Ann Langenberg-Miller**  
**Chapter 1 Teachers**  
**Great Falls High School**  
**Great Falls, Montana**